
Communication for Business

LIZ TYNAN
DAVID WOLSTENCROFT
BETH EDMONDSON
DON SWANSON
ANGELA MARTIN
DAMIAN GRACE
ANDREW CREED



OXFORD

Making connections between theory and practice in a digital, professional world

Communication for Business introduces students to the core topics necessary for their undergraduate studies in business communication and is designed with the future professional in mind. It bridges academic theory and real-world business knowledge, and provides lots of practical examples in the integrated online gbook.

Liz Tynan is a Senior Lecturer in the Graduate Research School at James Cook University.

The late **David Wolstencroft** taught Public Relations in the School of Humanities, Communication and Social Science at Monash University.

Beth Edmondson is a Senior Lecturer in the School of Applied Media and Social Sciences at Monash University.

Donald J. Swanson is a Lecturer in the School of Management and Marketing at Deakin University.

Angela Martin is a Senior Lecturer in the School of Management at the University of Tasmania.

Damian Grace is an Honorary Associate in the Department of Government and International Relations at The University of Sydney.

Andrew Creed is a Lecturer in Management and Organisational Behaviour at Deakin University.

Communication for Business

LIZ TYNAN

DAVID WOLSTENCROFT

BETH EDMONDSON

DON SWANSON

ANGELA MARTIN

DAMIAN GRACE

ANDREW CREED



OXFORD
UNIVERSITY PRESS
AUSTRALIA & NEW ZEALAND

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by
Oxford University Press
253 Normanby Road, South Melbourne, Victoria 3205, Australia

© Liz Tynan, David Wolstencroft, Beth Edmondson, Don Swanson, Angela Martin, Damian Grace and Andrew Creed 2013

The moral rights of the authors have been asserted.

First published 2013

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

National Library of Australia Cataloguing-in-Publication data

Author: Tynan, Liz, author.

Title: Communication for business / Liz Tynan; Beth Edmondson;
Angela Martin; David Wolstencroft; Damian Grace;
Don Swanson; Andrew Creed.

ISBN: 9780195575897 (paperback)

Notes: Includes index.

Subjects: Business communication.
Communication in organisations.

Other Authors/Contributors: Edmondson, Beth, author.
Wolstencroft, David, author.
Martin, Angela, author.
Grace, Damian, author.
Swanson, Don, author.
Creed, Andrew, author.

Dewey Number: 648.45

Reproduction and communication for educational purposes

The Australian Copyright Act 1968 (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 15, 233 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
Email: info@copyright.com.au

Edited by Pete Cruttenden
Typeset by diacriTech, Chennai, India
Proofread by Joy Window
Indexed by Russell Brooks
Printed by Markono Print Media Pte Ltd

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.



DEDICATION

This book is dedicated to the memory of David Wolstencroft, scholar, poet, writer and film maker. David's enthusiasm, optimism and creativity enriched the lives of many and his determination to keep every promise set a very high bar.

CONTENTS

Lists of Figures and Tables	xii
List of Case Studies	xiii
About the Authors	xiv
About the Book	xv
Guided Tour	xviii
Acknowledgments	xxii
1 INTRODUCTION: FOUNDATIONS OF COMMUNICATION LIZ TYNAN	2
2 FUNDAMENTALS OF WRITTEN COMMUNICATION LIZ TYNAN	30
3 INTERPERSONAL COMMUNICATION BETH EDMONDSON	76
4 NONVERBAL COMMUNICATION ANGELA MARTIN	120
5 COMMUNICATING ACROSS CULTURES AND IN GROUPS DAVID WOLSTENCROFT	150
6 THE ETHICS OF BUSINESS COMMUNICATION DAMIAN GRACE	184
7 PERSUASION, ARGUMENTATION AND REASONING: CRITICAL THINKING LIZ TYNAN	218



8	ORGANISATIONAL COMMUNICATION: INTERNAL DON SWANSON AND ANDREW CREED	252
9	ORGANISATIONAL COMMUNICATION: EXTERNAL LIZ TYNAN	280
10	ELECTRONIC COMMUNICATION DON SWANSON AND ANDREW CREED	318
11	FUNDAMENTALS OF ORAL COMMUNICATION CAROLYN MEYER AND LIZ TYNAN	340
	CONCLUSION: ONWARDS AND UPWARDS LIZ TYNAN	376
	Glossary	390
	References	406
	Index	421

EXPANDED CONTENTS

Lists of Figures and Tables	xii
List of Case Studies	xiii
About the Authors	xiv
About the Book	xv
Guided Tour	xviii
Acknowledgments	xxii

1 INTRODUCTION: FOUNDATIONS OF COMMUNICATION 2

LIZ TYNAN

Introduction: an overview of the essentials of business communication	4
What is communication?	6
Language as a unique human attribute	7
History of human communication	8
Communication in theory	10
Categories of communication	16
Purposeful language	17
The role of grammar, punctuation, usage and style	18
The interconnectedness of writing and thinking	19
Barriers to communication	19
A new approach to business communication	20
Jargon and weasel words	23

2 FUNDAMENTALS OF WRITTEN COMMUNICATION 30

LIZ TYNAN

Introduction: the power of words	32
What will you need to write?	32
Writing in plain English	33
Writing for your reader	35
Practical grammar	37
Common problems with sentence structure	43

Active and passive voice	44
Stylish and consistent writing	50
Writing for academic purposes	61
The art of editing	65
Style guides	67

3 INTERPERSONAL COMMUNICATION 76

BETH EDMONDSON

Introduction: the influence of interpersonal communication	78
Understanding interpersonal business communication	79
Distinctive features of interpersonal business communication	80
Effective interpersonal communication	81
Interpersonal communication competence	83
Positive interpersonal environments	85
Advantages and purposes of understanding communication models	88
The use of specialist language in the business setting	90
Managing interference	92
Positive communication climates	93
Emotions and emotional intelligence in business communications	94
Factors in effective interpersonal communication	96
Communication in the professional context	100
Networking and hierarchies in interpersonal business communication	107
Understanding and diffusing the dark side of interpersonal business communications	109

4 NONVERBAL COMMUNICATION 120

ANGELA MARTIN

Introduction: the role of nonverbal communication in creating meaning	122
Do actions speak louder than words?	123
The science of nonverbal communication	124
Channels of nonverbal communication	125
Functions of nonverbal communication	134
The complexities of nonverbal communication	136
Developing stronger business communication skills through an appreciation of nonverbal communication	140
Specific applications of nonverbal communication for business professionals	143



5 COMMUNICATING ACROSS CULTURES AND IN GROUPS 150

DAVID WOLSTENCROFT

Introduction: culture, communication and competence	152
Culture	153
Individualist versus collectivist cultures	154
Individualism versus individuality	159
Intercultural communication: self-fulfilling prophecies	160
East versus West	161
Colourful communication: cultural codes and symbols	163
Groups and grooming groupies	166
Models of group development	167
Group task roles	169
Formal and informal tasks	171
Leading groups	175
Shared or co-leadership	177

6 THE ETHICS OF BUSINESS COMMUNICATION 184

DAMIAN GRACE

Introduction: the fundamental place of ethics in business communication	186
What is public morality? How is it different from private morality?	188
Ethical relativism	189
Relativism in business	195
Deception	199
Mandatory reporting	203
New technologies and ethics	204
Whistleblowing	210

7 PERSUASION, ARGUMENTATION AND REASONING: CRITICAL THINKING 218

LIZ TYNAN

Introduction: making business communication logical	220
What is logic?	222
Persuasion and argument	222
Underpinnings of logical thinking: the ancient Greeks	227
Skilful business writing	233
Writing persuasively	236
Structuring for argument, logic and persuasion	237
Critical thinking	238
Deductive and inductive reasoning	244
IDEAS: a practical tool	247

8 ORGANISATIONAL COMMUNICATION: INTERNAL 252

DON SWANSON AND ANDREW CREED

Introduction: what is internal communication?	254
How internal communication happens	263
The costs of poor communication	264
Roles of the internal communication team	266
The informal network: gossip, scuttlebutt, hearsay and the grapevine	266
How to improve internal communication	267
Interpersonal communication solutions for leadership	272

9 ORGANISATIONAL COMMUNICATION: EXTERNAL 280

LIZ TYNAN

Introduction: appearances are everything	282
Communicating with the media	283
The corporate communication practitioner	285
Media releases	293
Difficulties and pitfalls: both sides of the fence	299
Rules of engagement	300
The challenges of perception	301
Special events	304
Proactive and reactive external communication	307
Foreseeing the future and planning for the worst	308
Media training for spokespeople	309

10 ELECTRONIC COMMUNICATION 318

DON SWANSON AND ANDREW CREED

Introduction: development and acceptance of non-print communication	320
Communication and electronic media	321
What makes electronic communication different?	323
Key considerations for electronic communications	325
Interpersonal relationships	327
The cognitive factors	332
Handling the volume and the immediacy	333
Cultural and technical issues	334

11 FUNDAMENTALS OF ORAL COMMUNICATION 340

CAROLYN MEYER AND LIZ TYNAN

Introduction: oral presentations	342
Analysing the situation and audience	343
Structuring presentations	344
Using visual aids	347
Designing a PowerPoint presentation	350
The presentation	352
Team-based presentations	359
Special-occasion presentations	360
Organising and managing meetings	362
Communicating by telephone	368

CONCLUSION: ONWARDS AND UPWARDS 376

LIZ TYNAN

Introduction: project-managing your brand	378
Chapter questions	380
Creating an effective resumé	381
Your employment application cover letter	385
Your brand under scrutiny: the job interview	386

Glossary	390
References	406
Index	421

LISTS OF FIGURES AND TABLES

FIGURES

1.1	The basic Shannon and Weaver transmission model of communication	11
1.2	Graphic representation of one form of transaction model	13
3.1	A transmission model of communication	88
3.2	A simple process model of interpersonal business communications	89
3.3	Sources of interference and distortion	92
3.4	Layers of self-concept that impact upon interpersonal communication	96
3.5	Culture and language styles in interpersonal communication	99
3.6	Strategies for confirming communication	104
3.7	Strategies for dealing with interpersonal conflict	111
3.8	Building assertive interpersonal communication	112
4.1	The seven universal facial expressions of emotion	129
4.2	Zones of proximity	132
4.3	Different interpretations of a single behaviour	139
8.1	The field of internal communication	255
12.1	The ideal business communication professional	388

TABLES

3.1	Developing interpersonal communication competence	83
3.2	Confirming messages in interpersonal business communication	93
3.3	Skills for effective communication	101
3.4	Personal qualities for interpersonal effectiveness	102
4.1	Key differences between monochronic and polychronic preferences	134
5.1	Higher versus lower individualism–collectivism societies	155
5.2	Power distance: society practice	156
5.3	Conflict-resolution strategies for working with people from other cultures	161
5.4	East versus West—relational, authoritarian and mobility orientations	162
5.5	Perception of meaning of colours by country	163
5.6	Colours associated with emotions in five nations	165
5.7	Group task roles	170
5.8	Group role behaviours	172
8.1	Questions for improvement and implications	268
10.1	General features of electronic communication	323
10.2	Suggested evaluation criteria for website design	335

LIST OF CASE STUDIES

Standard English	34
Greengrocers' apostrophes	46
Idiosyncrasies in the workplace	91
The dynamics of recurring meetings	106
Managerial communication	124
Intercultural nonverbal communication	137
Nonverbal communication training	145
Au revoir, Mrs Williamson	158
Why groups go wonky	176
Departmental relationships	194
Playing games at Lemon Corp.	206
Making a case without accounting for all relevant information: a hypothetical scenario	226
Inductive reasoning and Velcro	244
The journey of Visy Industrial Packaging	261
Defoe: pioneer of business communication	265
Time and Tide Express	288
The <i>Exxon Valdez</i> grounding versus Johnson & Johnson's Tylenol crisis	308
Who says the internet sells?	324
Virtual teams—lows and highs	325
'TED' talks	351
Present like a broadcaster	355



ABOUT THE AUTHORS

LIZ TYNAN is senior lecturer at the James Cook University (JCU) Graduate Research School in Townsville, Australia, where she teaches academic writing, critical thinking, editing and media skills to postgraduate students. She is a former journalism academic with a background in both print and electronic media, and a long-standing speciality in science writing and editing. She has worked for the Australian Broadcasting Corporation (ABC) as a reporter and subeditor, and was later Sydney correspondent for *New Scientist*. She is co-author of the Oxford University Press textbook *Media and Journalism: New Approaches to Theory and Practice*, now in its second edition. She has a PhD in science communication from the Australian National University.

ANDREW CREED is a lecturer in Management and Organisational Behaviour at Deakin University. His research interests include Online Management Education, Philosophy of Education, Action Research, and Relational Ethics.

BETH EDMONDSON is a senior lecturer in the School of Applied Media and Social Sciences at Monash University, Gippsland Campus. Her publications include *Climate Change and Order: the End of Prosperity and Democracy* (2013, with Stuart Levy), *International Relations: Nurturing Reality* (2008, with Stuart Levy) and numerous chapters and journal articles concerning online learning and international responses to global climate change.

DAMIAN GRACE is a former Associate Professor in Philosophy at the University of New South Wales. Since 2010 he has been an honorary associate in the Department of Government and International Relations at the University of Sydney. His main areas of research are applied ethics and the history of political thought.

ANGELA MARTIN is a senior lecturer at the School of Management, University of Tasmania. Her PhD is in psychology and she has taught primarily in the subject areas of organisational behaviour and business communication. Angela's research interests relate broadly to the psychological aspects of work, including workplace health and well-being issues.

CAROLYN MEYER is an assistant professor in the Department of Professional Communication at Ryerson University, Toronto. Outside Ryerson she has taught English and professional communication at the University of Toronto, Seneca College, George Brown College, and Mount Allison University. She has also presented a range of courses and onsite workshops in professional communication at the University of Toronto's School of Continuing Studies and is the recipient of an Excellence in Teaching Award from the same university.

DONALD J. SWANSON has pursued careers in teaching, writing and performing for the past 36 years. A former lecturer in the fields of Business Communication and Management at Deakin University, he is an award-winning educator at the secondary and tertiary levels and author of creative and academic works. Donald is also an avid folk musician who performs at festivals in Australia and the USA. He is currently developing a business in educational consulting called Practical Teaching Solutions.

DAVID WOLSTENCROFT has taught Public Relations in the School of Humanities, Communication and Social Science at Monash University since 2008. Prior to this, he taught Public Relations at RMIT Business TAFE. While at RMIT David also co-ran a corporate communication consultancy that specialised in public relations writing, with clients as diverse as US venture capitalists, Australian student unions and Spanish property developers.

ABOUT THE BOOK

This textbook aims to practice what it preaches, by demonstrating logic, clarity and courtesy for you, the reader. We want to ensure that you can follow what we are suggesting and go on to put these concepts and suggestions into practice. We have endeavoured as much as possible to provide broad contexts and frameworks and have included, for example, the thinking of the ancient Greek philosopher Aristotle alongside the most up-to-date business ideas and practice. Aristotle notwithstanding, this textbook is not in essence a technical or theoretical work, nor is it overly concerned with philosophy, linguistics, sociology, cultural studies or psychology. Instead, it takes a practical approach to the broad, wide and deep subject of business communication to provide usable guidelines and ways of thinking for the beginning student. Effective communication is not about getting your own way or manipulating your competitors or customers. On the contrary, it is a long-term sustainable set of practices that are based upon ethical principles and which emphasise clear and truthful interactions with others. We encourage you to adopt the sustainable communication practices advocated in this book. The 11 chapters in this textbook cover a wide range of topics that will provide ideas and guidance on how to become effective communicators.

CHAPTER 1: INTRODUCTION:

FOUNDATIONS OF COMMUNICATION

Businesses are more dependent than ever on the rapid and unambiguous exchange of information, and more at risk if their communication activities are slow, unclear and filled with potential misunderstandings. These changes require a re-evaluation of how best to communicate both within and between organisations, and how to ensure that we can manage interactions between different professional and cultural groups to best effect. These activities must all be

carried out while adhering to well-developed ethical practices. This introductory chapter establishes the foundation by providing an overview of human communication and communication theory. It also proposes a new approach to business communication, based upon the principles of logic, clarity and courtesy.

CHAPTER 2: FUNDAMENTALS OF WRITTEN COMMUNICATION

This chapter emphasises strong writing and editing skills as ways of fulfilling the need to be clear, logical and courteous. In particular, this chapter helps you to develop a reader-centred approach that will improve your ability to craft grammatically correct sentences and well-structured paragraphs within documents that are carefully planned and written to suit their purpose.

CHAPTER 3: INTERPERSONAL COMMUNICATION

This chapter will enable students to identify key features of interpersonal communication and use this information to better understand interpersonal communication in business contexts. Considerations will include examining why gender, culture and other personal characteristics may distort or interfere with effective interpersonal communication. This chapter will encourage you to devise strategies for maximising effective communication and positive interpersonal relations, respond to conflict and become better listeners.

CHAPTER 4: NONVERBAL COMMUNICATION

Not all communication involves spoken or written words. Much of how we understand each other involves the unspoken and unwritten. This chapter will define nonverbal behaviour and nonverbal communication and provide examples of a variety of channels of

these forms of communication. It will also outline the major functions of non-verbal communication in the communication process and explain some of the reasons why nonverbal communication is a complex phenomenon. Knowing about nonverbal communication helps you build your business skills and complement the verbal skills we have focused on earlier in the book.

CHAPTER 5: COMMUNICATING ACROSS CULTURES AND IN GROUPS

Communication in business is diverse and increasingly global. This chapter will help you to further develop your capacity to communicate effectively across different cultures by building both your theoretical and practical understanding. It will also further develop your capacity to communicate effectively in groups. By developing your capacity for mindfulness and self-evaluation in a communicative setting you will become a more sophisticated professional communicator who is able to speak effectively and meaningfully with many different individuals and groups.

CHAPTER 6: THE ETHICS OF BUSINESS COMMUNICATION

Diligently practising a high standard of professional ethics is the marker of a serious business person who wants to have a long and sustainable career. This chapter will help you to understand the importance of ethics in business and show you how to recognise important ethical issues in business. You will become familiar with the use of ethical concepts in practical applications and understand the main difficulties in pursuing ethics in business settings. You will learn to use good judgment, imagination and creativity in practical ethics.

CHAPTER 7: PERSUASION, ARGUMENTATION AND REASONING: CRITICAL THINKING

How well can you persuade another person, create a robust argument and demonstrate clear and effective reasoning? This chapter

will encourage you to develop a deeper appreciation of sound reasoning and logic and their role in business communication. This chapter provides some historical background to the great classical themes of persuasion, argumentation and reasoning and draws on these underpinning ideas to examine how to write persuasively. It will encourage you to understand the principles of critical thinking and apply them to business situations.

CHAPTER 8: ORGANISATIONAL COMMUNICATION: INTERNAL

All organisations, large and small, need to communicate internally. This chapter will enable you to identify key features of internal communication and appreciate how important it is for all parts of the organisation to communicate in ways that ensure productivity and shared purpose. You will learn to devise strategies for ensuring positive internal communication and identify causes of negative internal communication. The aim is to encourage the development of a positive internal communication climate, no matter which business you join in the future.

CHAPTER 9: ORGANISATIONAL COMMUNICATION: EXTERNAL

External perceptions of your organisations have the potential to make or break the business. Much corporate responsibility is inherent in external communication and public image greatly affects an organisation's performance. This chapter will encourage you to plan for the success of your external communication, including crafting truthful and positive messages through effective media liaison and by managing special events and communication projects. It will help you to understand proactive and reactive public relations and outline effective issues management and crisis communication.

CHAPTER 10: ELECTRONIC COMMUNICATION

With electronic types of communication becoming central and the written word often

appearing on screens before hard copy, the time is right to consider the implications for better communication. As audiovisual forms of communication also become more prevalent in electronic media, there are signs of a large shift in the balance of communication patterns. This chapter explores some of the implications and how to work effectively with the key features of electronic communications. It also suggests ways to put these new and evolving technologies to best use in your business communication.

CHAPTER 11: FUNDAMENTALS OF ORAL COMMUNICATION

A powerful oral presentation, whether to a meeting of colleagues, an international conference or in the form of a briefing on a new business proposal, can achieve great

things. This chapter will show you how to prepare for presentations and briefings by analysing the occasion and profiling your audience. You will also learn the many ways of delivering your message. It will suggest ways for mastering effective public-speaking skills and increasing your confidence in front of an audience. The chapter will take you through ways of incorporating a variety of visual and multimedia aids and help you develop your ability to handle questions and conduct follow-up. It will discuss how to organise, manage and participate effectively in meetings and communicate productively by telephone.

Liz Tynan, Andrew Creed, Beth Edmondson,
Damian Grace, Angela Martin, Don Swanson and
David Wolstencroft

2013

GUIDED TOUR

HOW TO USE THIS BOOK

Communication for Business is enriched with a range of features designed to help support and reinforce your learning. This guided tour shows you how to best utilise your textbook and **obook** and get the most out of your study.

THE ETHICS OF BUSINESS COMMUNICATION

Damian Grace

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- understand the importance of ethics in business communication
- recognise important ethical issues in business communication
- acquire basic familiarity with the use of ethical concepts in practical applications

- appreciate that responsibility and good judgment are integral to ethical communication
- understand the main difficulties in pursuing ethics in business settings
- recognise the importance of using good judgment, imagination and creativity in practical ethics.

KEY TERMS

accountability
bullshit
Chinese wall

conflict of interest
deception
ethical relativism
ethics

myth of amoral business
plagiarism
private ethics
public ethics

LEARNING OBJECTIVES

A bulleted list of learning objectives is provided to outline the main concepts and ideas that you will encounter in each chapter. Learning objectives are then reinforced in blue margin notes at critical points throughout the text. These serve as helpful signposts for learning and revision.

KEY TERMS AND GLOSSARY

Key terms are highlighted where they first appear in the text, and the definition appears in the margin notes. The definitions are also collated in a complete glossary at the back of the book for easy reference.

186 *Communication for Business*

Introduction: the fundamental place of ethics in business communication

Understand the importance of ethics in business communication

The communications explosion of the twenty-first century has placed the personal computer, tablet and smartphone within reach of billions of people. Rich and instantaneous communication is now possible in ways that were science fiction barely 50 years ago. Social practices have yet to catch up with the pace of these developments, but we should not assume that we are ethically unprepared to deal with them. The fundamentals of ethics have not shifted amid the rapid adoption of new forms of communication. Indeed, those fundamentals could enable us to make a list of rules for communication ethics:

- Be honest.
- Be truthful.
- Be fair.
- Do not tell lies.
- Do not harm others.
- Be compassionate.

These rules could be related to business communication by adding or modifying a couple of items:

- In professional communication seek to advance the goals of your organisation.
- Build trust and confidence in your organisation through appropriate communication.
- Do not damage your organisation and those in it by careless or malicious communication.
- Have regard for the impact your communication could have on stakeholders.
- Be mindful that communication can have unintended consequences.

What more is there to ethics than a list like this? Couldn't ethics be managed with a code? Why devote a chapter in a book to the topic? The short answer is that rules are abstractions of discussions, arguments and disputes that reach back to antiquity but whose relevance remains undiminished. If you are asked a moral 'Why?', an educated response will require more than reference to a list or a code. That does not mean that we cannot get an early grasp of a topic in summary form.

The central issues in communication ethics are:

- understanding the requirements of **public ethics**
- taking responsibility and being accountable
- displaying care and respect in dealing with customers, clients and colleagues
- understanding the concepts of truthfulness and deception
- exhibiting good judgment and the proper custodianship of information
- recognising appropriate communication and use of communication media

Clear and truthful communication lies at the heart of business ethics. Communication and ethics are bound up with each other not just because communication should follow ethical principles, but also because ethics is formed communicatively. **Ethics** is not the private inspiration or choice of individuals, but arises from dialogue among the people affected by it. (Note that 'ethics' and 'morals' are used interchangeably in this chapter.) Ethics is a consequence not only

PUBLIC ETHICS
one's obligations and commitments in some public office, capacity or role also referred to as public morals

ETHICS
a term used to refer to right and wrong and the norms and standards that support good conduct

DAMIAN GRACE

Case study



Present like a broadcaster

Professional broadcasters—those who work on-air in either radio or television, perhaps as a journalist or announcer—usually receive specialised training. Broadcasters depend upon their oral skills to communicate with an audience, so they must have good technique, and a well-trained broadcaster can be a good role model for anyone wishing to develop oral presentation skills. Learning some of the tips of the broadcast trade will assist business communication students. The aim is not to make you sound like a DJ, but instead to focus on the elements of good use of voice and transfer these techniques into the business sphere.

CAROLYN MEYER AND LL

CASE STUDIES

Case examples are provided throughout the chapters to apply the theory being discussed to real-life situations.

CONTEMPORARY INDUSTRY EXAMPLES

Contemporary examples from the professional world are included to highlight the current climate of business practice and why good communication skills are important to this.



CONTEMPORARY INDUSTRY EXAMPLE

Open plan offices

Organisations are increasingly using open plan office areas. This can be a cost saver, as giving everyone a separate office is expensive, and it can promote greater interaction among staff. However, these office configurations are generally unpopular among workers. Also, managers and supervisors usually have their own office, signalling their status and allowing them more personal space and privacy.

Surveys have shown that more than half of office workers are dissatisfied with the level of 'speech privacy', making it a leading complaint in offices everywhere. These studies have shown such distractions can significantly impact on concentration levels (Tierney 2012).

Workers often use headphones to block out ambient noise or having to listen to other people talking (both personal and professional conversations they may be having). Those that do have to make calls report feeling self-conscious about being overheard and this may prompt more use of email or online communication rather than using face-to-face meetings or the telephone as the medium of communication.

earlier phases of the group's development. Think about your own phases of development, and ability to regress to an earlier stage at times. It is a perfectly natural for an adult, under serious pressure, to be tempted to behave like they are a 14-year-old again for a short time, or even a four-year-old (Geller 2009).

PROFESSIONAL PRACTICE TIP

Six tips on leading groups through different phases

1. Set firm boundaries and clear roles and tasks.
2. Let go. When the group is working productively without your oversight, allow it to function without your intervention.
3. Avoid burnout. Ensure that group members aren't overdoing it and working at an unsustainable pace.
4. Encourage reflection in the group so that group members are operating in a reflective and productive manner.
5. Be aware of the differing stages of group development, and respond accordingly.
6. Don't take things personally. Understand that some resentment towards the leader is normal and healthy at certain stages of group development. There are likely to be periods when you are in favour with the group, and similarly other periods when you are unpopular—almost no matter how well you lead.



Group task roles

In our working lives, and as members of groups, we perform certain roles. These roles require us to perform certain tasks. These tasks can be separated into 'group task roles' (comprising activities that we must perform in order for the group to function effectively) and 'group maintenance roles' (which are less obvious, and harder to prescribe and document) (Frey, Gouvan & Poole 1999, pp. 172–3).

For example, a police officer may, as a member of a group of officers, have very clear group task roles. She may be required to work to deter crime, to stop crimes in progress and to apprehend and prosecute those who commit crimes. However, without also carrying out informal group maintenance roles, this same officer may not function effectively in a group. These group maintenance roles may not be easy to place on a job description, or to quantify in the officer's performance development, but they are essential. For example, the officer may be required to behave in ways that make other police officers in her group or in the public feel safe, such as expressing warmth or empathy, or engaging in tension-relieving behaviours, such as making jokes after a particularly difficult day at work. Without such group maintenance behaviours, confidence and trust in the group may decline, and officers may not function effectively.

Similarly, a police officer who is seen to exhibit overly 'self-oriented behaviours' can undermine group effectiveness. For example, if he only behaves in ways that are seen to advance his career, rather than behaving in ways that benefit the group, tensions will soon emerge. These group task roles, group maintenance roles and self-oriented behaviours are explored in Table 5.7.

Explain group task roles and group maintenance roles

PROFESSIONAL PRACTICE TIPS

Tips are included to expose students to practical advice for communicating in the professional world.

PROFESSIONAL PRACTICE TASKS

An activity or exercise is included at the end of each chapter to put the theory into practice and further reinforce the primary focus of the chapter.

PROFESSIONAL PRACTICE TASK

Looking at style

Get hold of a company annual report and also a media release from the same company. Critically examine both documents to understand their writing styles. Use the sample style guide as a starting point. Look for things like spelling style (Australian or US?), the use of punctuation (full stops in Mk. or Dk?), number style (one to nine or 1 to 9?), and the level of formality. For example, does either document use more informal vernacular or slang, or is the language strictly formal? Formality can also be marked by an absence of contractions such as 'don't' or 'couldn't'.

1. Which style did you find more accessible and easy to read?
2. Which stylistic elements do you think aided or impeded your understanding of the contents of the documents?

PROFESSIONAL PRACTICE TASK

Editing for conciseness

Can you make these sentences more efficient?

1. The accountant performed an audit on the company's records.
2. She undertook, on a regular basis, an analysis of the sales figures.
3. An evaluation of the procedures needs to be done.
4. There is now a method, which was developed by the human resources department, for analysing the demographics of our staff.

SUMMARY OF KEY POINTS

- Ethics involves a great deal more than following rules, and it particularly requires the exercise of good judgment.
- As future employees, it is critical to understand the requirements of public ethics, and in particular the need to be accountable for your conduct—being responsible and taking responsibility for your own actions.
- Ethical relativism is questionable in terms of its intellectual sustainability, and also has the potential to be damaging to business communication.
- The ethical employee should demonstrate care and respect in dealing with customers, clients and colleagues; the proper custodianship of information; and appropriate communication and an appreciation of the dangerous allure of social media.
- Whistleblowing involves potential dangers to both the individual and the affected organisation but also has great potential public benefit.
- In all matters of ethics, good judgment that can be justified, first to oneself and then to others, is paramount.

SUMMARY

A short summary of key points is included at the end of every chapter to reinforce comprehension of the learning objectives and the central themes of the chapter.

REVISION QUESTIONS

Carefully designed review questions have been provided at the end of every chapter. These can be used to check understanding of the key topics before moving on to the next chapter, or for group discussion and revision.

REVISION QUESTIONS

1. What are the positive and negative effects people may have experienced during each of the major information revolutions? The revolutions include when writing began to replace oral communication traditions, when mass quantities of printed words became available courtesy of the printing press, and when electronic information emerged to become reproducible, transmissible, accessible and cheap.
2. Bearing in mind the principles for designing good apps mentioned in this chapter, why will these principles lead to an app that more effectively communicates with its users?
3. What are the five general features of electronic communication? For each, identify one positive and one negative outcome of that feature in a workplace context.
4. A new Chief Information Officer (CIO) joins your organisation and proposes a strategy for implementing a social media network to encourage better engagement of staff. The centrepiece of the strategy is to purchase the most expensive software platform available and set clear deadlines for staff engagement with the new system within the next six months. Do you feel this will be a successful social networking strategy within the organisation? Explain.
5. What are the evaluation criteria for effective website design? Evaluate the website of an organisation with which you are familiar.
6. Locate a fax template at the Google Docs link (<https://www.google.com/google-d-s/templates>), or from your own organisation, and compare that template with your standard email composition form. How are the two tools similar and different in their elements and purpose?

PROFESSIONAL PRACTICE TIP

Wisdom about power

Have you heard these clichés?

- Knowledge is power.
- Power corrupts and absolute power corrupts absolutely.

How might Shirk (2010) and Carr (2010) agree or disagree about the message of these sayings? (Hint: If you cannot access their books, search for summaries of their books online.)

FURTHER READING AND WEBLINKS

Further Reading and Weblinks are included at the end of each chapter to help broaden understanding of the topics covered and extend learning.

FURTHER READING

Adler, R.B. & Elmhorst, J.M. (2010), *Communicating at Work: Principles and Practices for Business and the Professions*, 10th edn, McGraw Hill: New York.

Adler, R.B., Rosenfeld, L.B. & Proctor, R.F. (2010), *Interplay: the Process of Interpersonal Communication*, 11th edn, Oxford University Press: New York.

Dwyer, J. (2009), *Communication in Business: Strategies and Skills*, 4th edn, Pearson Education Australia: Frenchs Forest.

Trentholm, S. & Jensen, A. (2008), *Interpersonal Communication*, 6th edn, Oxford University Press: New York and Oxford.

WEBLINKS

Interpersonal communication—Basic principles of interpersonal communication: <http://business.uni.edu/buscomm/interpersonal/interpersonalCommunication.htm>

Life-long learning—Interpersonal skills: <http://sydney.edu.au/science/uniserve/science/projects/skills/jantrial/interpersonal/interpersonal.htm>

MIT human resources—Communicating with others: http://web.mit.edu/hr/oed/learn/comm/art_basics.html

Skills you need—What are interpersonal skills?: www.skillsyouneed.co.uk/interpersonal_skills.html

obook

Your **obook** is a truly integrated e-text with extra content and resources built in to complement your textbook. This obook includes:

- hotlinked learning objectives—click on the learning objective to go to the relevant content within the chapter
- lots of extra examples and activities not found in the print book
- instant access to external websites and video samples
- audio chapter summaries that can be used for revision purposes
- 'live' chapter revision questions so you can save your answers into the text
- note-taking and highlighting features
- integrated dictionary.

Your free **obook** activation code is located on the back cover flap. To access your **obook** go to www.oxforddigital.com.au.

ACKNOWLEDGMENTS

I would like to acknowledge all the contributors to this book, who have brought a rich diversity of perspectives and experience to the task of developing a new approach to business communication teaching. Beth Edmondson, Damian Grace, Angela Martin, David Wolstencroft, Don Swanson and Andrew Creed have risen to the challenge of creating an original and up-to-date text, arriving at the end product having come from different places and points of view. I also gratefully acknowledge Carolyn Meyer, whose work on an excellent Canadian textbook on the same topic has been adapted for one chapter of our book. I note with sadness that David Wolstencroft is not able to enjoy the fruits of his labours. His contribution to this book has been crucial. I take great pleasure in acknowledging the wonderful Oxford University Press team, in particular Karen Hildebrandt and Shari Serjeant, for their publishing nous and friendly efficiency. I would also like to thank Pete Cruttenden for his superb copy editing. To my family, thanks for your support. In particular I would like to mention Mum (Rosemary), Dad (Frank), Inta, Meredith, Sophie, Andrew and Narelle. And to Brett, who shares my life and my love of animals in our little tropical ecohouse, thank you for creating a tranquil refuge and a perfect place to write.

Liz Tynan

I would like to thank Karen Hildebrandt and Belinda Leon-Wall for their thoughtful consideration of the learning needs of the students for whom this book is written. Their abilities to hold them in mind, while offering clear and good humoured advice, have made a tremendous difference to this project. I would also like to thank the following people for providing insightful comments, offering reassurance and asking timely questions along the way: Mark Edmondson, Rebecca Barry, Peter Russell, Alec Edmondson, Rebecca Strating and Sarah Gorman. I am also grateful for the valuable encouragement offered by Cat Moore, Ben Russell and Debra Manning.

Beth Edmondson

My chapters are dedicated to my writing partner, Andrew Creed, whose exuberance for publishing emanates from his fundamental conviction that our ideas are valuable and need to be communicated. It is also dedicated my editors and co-authors, especially Karen Hildebrandt, Shari Serjeant, Pete Cruttenden and Liz Tynan, who patiently and methodically refined this fresh look at the rapidly evolving elements of business communication.

Don Swanson

I would like to thank Liz Jones at Griffith University for getting me interested in the dynamics of interpersonal communication, an interest that eventually led me to a career as an academic.

Angela Martin

I wish to thank Karen Hildebrandt for inviting me to contribute to this volume, Liz Tynan for encouraging editorial comments, and Shari Serjeant and the OUP team for practical advice about my contribution.

Damian Grace

I wish to acknowledge the diverse courageousness of our eclectic team. Thanks to the reviewers for their constructive honesty, all the authors for their grit and integrity, and especially Karen Hildebrandt, Shari Serjeant and the publishing team at OUP for their vision, guidance, and state-of-the-art finishing touches. This is a great book as a result.

Andrew Creed

The Publisher would like to thank:

Liz Tynan, Senior Lecturer in the Graduate Research School at James Cook University, for her extensive editorial contribution and guidance given to the author team, including her comprehensive editorial review of the draft manuscript, ensuring that all chapters were consistent, well-expressed and instructive.

Andrew Creed, a Lecturer in Management and Organisational Behaviour at Deakin University, who wrote the tutorial activities and discussion questions for the instructor's resource manual.

Howard Gelman, an Associate Lecturer in Writing in the Faculty of Arts at Macquarie University, who contributed activities and toolkit examples to the obook.

Mike Fazey, coordinator of the HRM programme in the School of Business at the University of Notre Dame, who wrote the testbank, as well as the lecture outline for the instructor's resource manual.

The author and the publisher wish to thank the following copyright holders for reproduction of their material.

Text: Allen and Unwin for Eric Ogle, *Saving the Tiger, Public Relations Theory and Practice*, 2nd edition, 1997; Australian Financial review for excerpt from Narelle Hooper, *Why Groups go Wonky*, 14 December, 2004; Communicaid for excerpt from *Cross-Cultural Concept of Time: Chronemics*, www.communicaid.com; Emerald Group Publishing Limited for excerpts from Creed, A., Zutshi, A. & Swanson, D. (2008), *Power and passion: remoulded teamwork in a plastics factory*, *Team Performance Management*, Vol. 14 Iss: 5/6, pp.196–213; Laurence Jacobs, Charles Keown, Reginald Worthley, & Kyung-Il Ghymn. (1991). *Cross-cultural Colour Comparisons: Global Marketers Beware!* *International Marketing Review*, 8(3), 21–30. p. 24; Entrepreneur Media for excerpt from *4 Suprising ways to use Google for Business*, Kim Lachance Shandrow, November 20, 2012; Forbes for Goudreau, J. (2012). *Five Social Media Tricks Every Entrepreneur Should Know*. *Forbes.com*, April 10: 15–15; Harvard Business Review for excerpt from *Is Business Bluffing Ethical?* by Albert Z. Carr, *Harvard Business Review*, January-February 1968; Office of the Australian Information Commissioner, www.oaic.gov.au; Oxford University Press for excerpt from, *Berating the (Japanese) Bow*, by Andrew Jared Critchfield (pp. 300–304) in *Case Studies in Organisational Communication 3e* edited by Joann Keyton & Pamela Shockley-Zalabak (2010); Pearson Education Australia for excerpts from Harris, Thomas E; Sherblom, John C., *Small Group and Team Communication*, 5th Edition, 2011; Dwyer, J. *Communicating for Business: Strategies and Skills*, 3rd and 4th edition, (2005 & 2009); Prentice Hall for excerpt from Charles A. Rarick. (2003). "Au Revoir, Mrs. Williamson". In *Cases and Exercises in International Business*; Reed Elsevier for excerpt from Brice, A., & Campell, L. R. (2001). *Cross-cultural communication. In Cross-cultural Rehabilitation: An International Perspective*; Routledge for excerpts from John Hartley, *Communication, Cultural and Media Studies: The Key Concepts*. Third edition, 2002, pp. 32–33; Sage Publications for excerpts from House, Hanges, Javidan, Dorfman and Gupta (eds), *Culture, Leadership and Organizations. The GLOBE study of 62 cultures*, 2004; Hupka, R. B., Zaleski, Z., Otto, J., Reidl, L., & Tarabrina, N. V. (1997). The colors of anger, envy, fear, and jealousy: a cross-cultural study. *Journal of Cross-Cultural Psychology*, v28(n2), p156(16); Scott A. Myers, C. M. A. (2008). *The Fundamentals of Small Group Communication*; Tech Republic excerpts reproduced with permission of TechRepublic. com Copyright© 2013. All rights reserved; The Australian for excerpts from Richard Guillatt, *Workers at War*, *The Australian* November 26th 2011; Leigh Dayton, "Media management spins out of control," *The Australian*, Wednesday May 3 2006.

Images: **Cover**, age Fotostock/Lluis Real; **Chapter 1**, Shutterstock; **Chapter 2**, Stylish and Consistent Writing, Shutterstock/Creativa, The Art of Editing, Shutterstock/Pixsooz; **Chapter 3**, Shutterstock; **Chapter 4**, Fig 4.1, iStockphoto, Happiness/ asiseeit, Surprise/ aldomurillo, Contempt/jaroon, Sadness, Fear, Anger/drimages, Disgust/VikaVaulta; Nonverbal communication, iStockphoto/Skynesh; Duchenne smile, Sam bonwick © Oxford University Press; Fig 4.3, Shutterstock, top left /Catalin Petolea, top right/new wave, INMAGINE, bottom; Example Julia Guillard, Getty Images/ Cole Bennetts; **Chapter 5**, Introduction Shutterstock/ Andresr, Wheelan's Group Development, Shutterstock/Monkey Business Images, Formal and Informal tasks Shutterstock/ARENA Creative; Leading Groups iStock/photomorphic, Shared or Co-leadership iStock/Selectstock; **Chapter 6**, Deception, iStock/innovatedcaptures; New technologies and ethics, iStock/ngkaki; **Chapter 7**, Persuasion, iStock/Blend Images; Workspaces, Alamy/© VIEW Pictures Ltd; **Chapter 9**, Shutterstock/Adam Gregor; **Chapter 10**, Shutterstock/Andrei Zarubaika; **Chapter 11**, Using visual aids, Shutterstock/Adreser; Making calls, Shutterstock/Stocklite; Team based presentations, iStock/jsmith; **Conclusion**, Fig 12.1, iStock/kupikoo

Every effort has been made to trace the original source of copyright material contained in this book. The publisher will be pleased to hear from copyright holders to rectify any errors or omissions.